

INSTITUTE  
PRIMARY BRAILLE READING

American Printing House for the Blind  
Louisville, Kentucky  
August 7-9, 1972

Hilda R. Caton, Institute Coordinator  
Educational Research, Development, and Reference Group

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LOUISVILLE, KENTUCKY

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## Program

### Monday, August 7

8:30 - 8:45 Welcome, Introductions

8:45 - 9:15 Purposes of Workshop

- 1 Review of Previous Recommendations
- 2 Report on Proposed Implementation by APH
- 3 Reactions and Recommendations

### Presentations

9:15 - 12:00 Kurzha's Reading Readiness Materials

9:15 - 10:00 Philosophy and Guidebook  
10:00 - 10:30 Lesson Plans  
10:30 - 10:45 Break  
10:45 - 11:45 Children's Books  
11:45 - 12:00 Summary

12:00 - 1:00 Lunch

1:00 - 1:45 Parents Book

1:45 - 2:45 Object Collection

2:45 - 3:00 Break

3:00 - 4:00 Worksheets

4:00 - 4:30 Summary

### Tuesday, August 8

### Discussion and Reactions

8:30 - 9:30 Kurzha's Reading Readiness Materials

8:30 - 9:30 Philosophy and Guidebook  
9:30 - 10:30 Lesson Plans  
10:30 - 10:45 Break  
10:45 - 11:45 Children's Books  
11:45 - 12:00 Summary

12:00 - 1:00 Lunch

1:00 - 1:45 Parents Book

1:45 - 2:45 Object Collection

Tuesday, August 8 (continued)

2:45 - 3:00 Break

3:00 - 4:00 Worksheets

4:00 - 4:30 Summary

Wednesday, August 9

Written Recommendations

8:30 - 12:00 Kurzhals Reading Readiness Materials

8:30 - 9:30 Philosophy and Guidebook

9:30 - 10:30 Lesson Plans

10:30 - 10:45 Break

10:45 - 11:45 Children's Books

11:45 - 12:00 Summary

12:00 - 1:00 Lunch

1:00 - 1:45 Parents Book

1:45 - 2:45 Object Collection

2:45 - 3:00 Break

3:00 - 4:00 Worksheets

4:00 - 4:30 Summary



## Primary Reading Institute

### I. PURPOSES AND PROCEDURES

A. The purposes of the Primary Reading Institute were as follows:

1. to review recommendations for the development of materials for teaching primary braille reading made by participants in the 1970 Primary Braille Institute at APH.
2. to evaluate implementation and proposed plans made by the American Printing House.
3. to make recommendations for future development of primary reading materials by the American Printing House.
4. to set priorities for the development of primary reading materials.

B. The procedures used for meeting the purposes of the institute were as follows:

1. the eight recommendations made during the 1970 Primary Braille Reading Institute were reviewed briefly.
2. the recommendations upon which the American Printing House has acted were identified:
  - a. development of reading readiness materials originated by Mrs. Ina Kurzahls, Utah School for the Blind
  - b. development of a collection of objects and teachers manual to be used in teaching primary reading to visually handicapped children
  - c. development of a book of information for parents of pre-school visually handicapped children.
  - d. development of sets of worksheets designed to develop specific skills and to overcome specific problems related to braille reading.



3. Progress on the implementation of each of the recommendations listed above was reported and proposed plans for future development of the materials were presented.
4. Participants in the institute were asked to study the reports, review the materials completed at this time, and make recommendations regarding future directions to be taken in their development.
5. Particular emphasis was placed on the identification of materials most urgently needed for the teaching of primary braille reading, and on the setting of priorities for the development of such materials. The identification of these materials was not restricted to those materials recommended during the 1970 Primary Braille Reading Institute.

## II. RECOMMENDATIONS FOR MATERIAL DEVELOPMENT

### A. Recommendations from 1970 Braille Reading Institute

1. After reviewing the recommendations made during the 1970 Primary Braille Reading Institute, the participants indicated that the materials most urgently needed were essentially the same as those originally identified with a specific emphasis on pre-school and reading readiness materials.
2. The participants felt that emphasis should be placed on the development of materials given a high priority in the 1970 Institute, but that other recommendations for materials development made at that time not be disregarded. They felt that development of those materials should be considered at a later date.



## B. Additional Recommendations

1. The participants stressed the urgent need for materials and information for parents of pre-school visually handicapped children. They recommended that such information and materials, based on the reading readiness program designed by Mrs. Ina Kurzhals, be produced by the American Printing House.
2. Mrs. Jane Wegehoft, Illinois Braille and Sight Saving School, has developed primary Braille Reading materials on the pre-primer and primer level with which the participants in the institute were familiar. After discussing these materials with Mrs. Wegehoft, the other participants strongly recommended that the American Printing House consider production of some of the materials in the future.

## III. REVIEW OF MATERIALS PRESENTLY UNDER DEVELOPMENT

### A. Kurzhals Reading Readiness Materials

#### 1. Description

The materials developed by Mrs. Kurzhals to develop readiness for reading consisted of three main divisions, or sections, which are as follows:

- a. a textbook which contains information related to the origin and philosophy of the materials as well as a description and instructions for implementing the program.
- b. lesson plans to provide teachers with examples of ways in which the program is to be carried out.
- c. tactical readiness books to be used by the children under the guidance of the teacher.

## 2. Progress in Development

The following progress has been made by the American Printing House in the preparation of these materials for production:

- a. Initial drafts of the textbook and lesson plans were written
- b. Multiple copies of these two books and of the tactual readiness books for children were prepared.
- c. These materials were placed with five teachers of visually handicapped children and six participants in the 1970 institute for review during 1971-72.
- d. The reviews were returned to the American Printing House and revisions based on these reviews were begun.
- e. Because of the extent of the revisions, the evaluation by teachers, proposed for the 1972-73 school year, was postponed and the participants in the 1970 institute were asked to meet again to review these revisions and make recommendations for further development. It was not possible for all participants in the original workshop to attend and, therefore, several new participants attended this institute.
- f. Proposed revisions of the textbook and drafts of revisions of the lesson plans were presented to participants in this institute.

## 3. Proposed Plans for Future Development

- a. Revised drafts of the textbook and lesson plans will be completed.

- b. Multiple sets of these materials will be made.
  - c. Sets of the materials, consisting of the textbook, lesson plans, and tactual readiness books for children will be placed in appropriate educational settings throughout the country for review and evaluation. These reviews and evaluations will be approximately two months in length.
  - d. Materials will be returned to APH, revisions based on the reviews and evaluations will be made, and materials will be prepared for production.
4. Recommendations for Revision
- a. Textbook
    - (1) The title of the textbook should be changed to the following:

A Tactual Road to Reading  
A Developmental Program for Young Children
    - (2) The format of the textbook should be organized as follows:
      - (a) Section One - Origin and Philosophy of Program
      - (b) Section Two - Methods of implementing the philosophy through use of the materials
    - (3) The following additions should be made:
      - (a) more illustrative materials
      - (b) section explaining adaptations for public school classes

- (c) first lesson plan from each section of plans should be included as illustrations (total of four plans).
- (d) tape, or thin record, by Mrs. Kurzhals which explains the development of the materials should be included in forward to the textbook.

b. Lesson Plans

- (1) The names of the four sections of lesson plans should be changed to the following:
  - (a) Section One - Learning Through the Environment
  - (b) Section Two - Learning Through Spoken Language
  - (c) Section Three - Learning Through Hand Skills
  - (d) Section Four - Learning Through Books
- (2) The names of specific lesson plans in "Learning Through Spoken Language" should be changed as follows:
  - (a) Stimulating Spoken Language Through Singing
  - (b) Stimulating Spoken Language Through Literature
  - (c) Stimulating Spoken Language Through Exploration
  - (d) Stimulating Spoken Language Through Tactual Books
  - (e) Stimulating Spoken Language Through Motor Development (Physical Education)
- (3) The length of the lesson plans should be reduced by listing general objectives and their explanations in the introduction and including only specific objectives in each plan.

- (4) Since the specific objectives are interrelated, they should not be classified by headings. General Objectives should be included in the introduction to each section of lesson plans and reference made to them by coding the specific objectives with the number (or letter) of the general objectives to which they are related.
- (5) Specific references, including titles and page number of books, should be given in Materials and Resources Section of each plan. General bibliography at the end of the lesson plans should not be omitted.
- (6) Lesson plans should not be combined as suggested in draft revision.
- (7) In the section of plans on "Learning Through the Environment," criteria for good field trips should be included. Also, division of plans should be kept and only two sample plans from each section included. The plans included should be as follows:
  - (a) Study About Food - A Trip to the Orchard, A Trip to the Grocery Store
  - (b) Study About Outdoors - A Trip to the Pasture, A Trip to a Flower Garden in Early Spring.
  - (c) Study About Downtown - A Trip to the Variety Store (Dime Store), A Trip to the Post Office
  - (d) Study About Play Areas - A Trip to the Playground, A Trip to the Zoo.



- (8) Lesson plans omitted in pamphlet, "Learning Through the Environment," will be included in the appendices pamphlet.

c. Tactual Readiness Books

- (1) The American Printing House should produce all of the tactual readiness books which can be brailled or thermoformed.
- (2) Patterns and directions for making the remaining books should be included in a pamphlet for teachers.

5. Recommendations for Packaging

a. The entire set of materials will include:

- (1) Textbook
- (2) Lesson Plans
- (3) Tactual Readiness Books for Children

b. The complete set will consist of the Textbook, seven small pamphlets, and the Tactual Readiness Books.

c. The lesson plans will be produced in the pamphlet form with three additional pamphlets. The entire set of pamphlets will be as follows:

- (1) Pamphlet I - Introduction to Lesson Plans
- (2) Pamphlet II - Lesson Plans, Learning Through the Environment
- (3) Pamphlet III - Lesson Plans, Learning Through Spoken Language
- (4) Pamphlet IV - Lesson Plans, Learning Through Hand Skills

- (5) Pamphlet V - Lesson Plans, Learning Through Books
  - (6) Pamphlet VI - Aids for Teachers, Instructions for making books.
  - (7) Pamphlet VII - Appendix, Additional Lesson Plans.
  - d. The pamphlets should be bound so that individual plans can be removed when needed, leaving the remaining plans in the pamphlet available to other teachers.
  - e. The cover for each pamphlet should be of a different color and the pages should be of the same color as the cover. This will enable the teacher to distinguish quickly among various plans if they are removed from the pamphlet.
  - f. The textbook and pamphlets should be boxed in a small box, open on one side, so that they can be easily stored and teachers can remove the book or pamphlets, as they are needed.
6. Recommendations for Evaluation
- a. Prior to the evaluation, a member of the American Printing House staff should meet with each of the reviewers and/or educators to explain exact procedures to be followed in evaluating the materials.
  - b. The materials should be presented to a number of teacher-training programs, possibly for review and evaluation.
  - c. Following the production of the materials by the American Printing House, a series of Workshops should be held throughout the country to demonstrate their use.



## B. Collection of Objects

### 1. Description

The Collection of Objects will consist of two main parts:

- a. A collection of 150-200 objects to be used in teaching beginning reading
- b. A manual of instructions for teachers containing suggestions for using the objects in teaching beginning reading and in implementing what has been previously learned through handling of models in other readiness materials.

### 2. Progress in Development

- a. Four series of reading textbooks were analyzed in order to identify objects needed for teaching specific concepts of reading to visually handicapped children. These objects are to be used in developing an understanding of the story action, in teaching phonics or other reading skills, to add interest and variety to the lesson, etc.
- b. Following the identification of objects through textbook analysis, the objects were collected and those considered most useful for the above purposes were selected.
- c. Containers for the collection were designed as follows:
  - (1) Three containers, 9 1/4" high, 13 3/4" wide, 12 1/2" high, 6" wide, 12" deep with a shelf fitted horizontally through the middle were designed. Four drawer-type inserts, 4" high, 6" wide, and 12" deep fit into containers to form a four-drawer module. Each of the drawer-type inserts can be pushed in and pulled out easily.

(2) Alphabet labels were provided so that the drawers can be labeled alphabetically and objects can be arranged accordingly, if the teacher prefers this arrangement.

d. A draft of the manual of instructions was written.

The manual consists of suggestions for varied uses of the objects, examples of the use of objects in a reading lesson adapted from reading textbooks, an alphabetical listing of objects contained in the collection, and a list of objects identified through textbook analysis which can be easily gathered by the teacher.

e. The object collection, containers, and a draft of the teachers manual were presented to the participants in the institute for review and recommendations for future development.

### 3. Proposed Plans for Future Development

a. Collection of objects will be evaluated and unsuitable items be replaced with better models.

b. Revised draft of manual of instructions for teachers will be completed.

c. Multiple sets of these materials will be made.

d. Complete sets of the materials will be placed in appropriate educational settings for review and evaluation.

e. Materials will be returned to APH and revisions made.

f. Materials will be reviewed and considered for production.

### 4. Recommendations for Revision

a. It was recommended that the title of the collection of objects be changed to Tangible Dictionary. However,

participants felt that much emphasis should be placed on the fact that the objects are not to be used to teach meaning of unknown words or introduce real things in the environment. They should be used to reinforce learning after the real thing has been examined (if possible) and unknown words learned and understood.

- b. The revised manual of instructions should include:
  - (1) One example of a lesson plan, adapted for visually handicapped children, from each of the two basic types of reading series analyzed, i.e. Ginn and Scott Foresman.
  - (2) Additional instructions for using the objects should be based on the outline of recommended activities from the 1970 Primary Braille Reading Institute Report.
  - (3) The lists of objects contained in the manual should indicate, in parenthesis, items which could be classified in more than one way, i.e. nuts (name of specific nut.)
  - (4) The manual should contain instructions regarding the dressing of dolls to portray specific characters.
  - (5) A statement should be made in the manual regarding the use of objects to reinforce concepts gained through experiences with real things (when possible), not to teach concepts through the use of unrealistic models.
- c. The collection of objects should be carefully evaluated, before production, in terms of discriminability and suitability for intended purposes. Items which do not meet these criteria should be replaced with better models.

## 5. Recommendations for Packaging

- a. Materials should be packaged in containers previously described.
- b. For shipping, containers should be collapsed and packed flat. They should be designed so that teachers can assemble them easily.
- c. Objects should be packaged in small plastic bags. To facilitate the location of specific objects, they should be packaged alphabetically, according to the beginning letter in the name of the object. Each bag can contain objects beginning with two or more different letters, as can each drawer in the container.
- d. Alphabet letter labels should be included, but not attached to the drawers. This allows the teacher to arrange objects in any manner desired.
- e. Empty containers and drawers should be available for purchase for teachers who wish to expand the collection.
- f. The cover of the large containers should be attractively colored and laminated if possible.

## 6. Recommendations for Evaluation

- a. Sets of materials should be placed in appropriate educational settings for evaluation and review.
- b. The length of the evaluation should not exceed two months.
- c. A second evaluation of the materials should be considered only if results of the initial evaluation indicate the need for extensive revision.

C. Book of Information for Parents of Pre-School Visually Handicapped Children

1. Description

- a. The book would consist of adaptations of lesson plans from the Kurzhalts reading readiness program which are suitable for use by parents of pre-school visually handicapped children. The plans from the following sections lend themselves most readily to such adaptation:

- (a) Learning Through the Environment

- (b) Learning Through Hand Skills

Plans from the remaining sections may be adapted in part.

- b. Each lesson plan would be written in a form which provides parents with a specific set of instructions for parents while providing a model to enable parents to generalize activities beyond the scope of each lesson.

2. Progress in Development

- a. Plans have been made to present the materials to parent groups for reaction and suggestions.
- b. Materials now available in this area have been reviewed to provide necessary background information.

3. Recommendations for Development

- a. The book for parents should be based primarily on adaptations of lesson plans from the Kurzhalts reading readiness program with an emphasis on providing an interesting and stimulating environment for the child.
- b. The following material should be included:
  - (1) Adaptation of plans from sections entitled "Learning Through the Environment" and "Learning Through Hand Skills."



- (2) Selected plans from "Learning Through Spoken Language" and "Learning Through Books."
- (3) Specific instructions for teaching difficult skills children might encounter in the lessons. (Similar to Task Analysis Sheets presented by Mrs. Betty Wommack.)
- (4) Section containing bibliography of materials which are useful and understandable to parents, list of resource agencies and people who can provide needed services, and an explanation of types of services provided by each.
- c. Consideration should be given to arranging the book in sections, or pamphlets, similar to the lesson plans in the reading readiness materials. The titles for each section might be "How to . . . ."

#### 4. Recommendations for Evaluation

- a. Evaluation procedures should be similar to those followed for reading readiness materials.
- b. Parents and parent groups should be involved in the evaluation.
- c. Community agencies such as Health Departments and Social Services should be involved in review and evaluation since, in many cases, it will be necessary for representatives from these agencies to interpret the materials for parents and work with children to help parents understand what was described to them.

#### D. Worksheets

##### 1. Description

Participants in the 1970 Primary Braille Reading Institute recommended that worksheets be developed which would provide

drill and reinforcement in the following areas:

- a. Problem areas specifically related to the braille code, i.e., difficult contractions, reversals, format, etc.
- b. Problem areas specifically related to the reading process, i.e., phonics, other word attack skills, sentences in sequence, etc.
- c. Materials which are now included in pre-primer and primer workbooks should be adapted and produced as consumable worksheets.

## 2. Progress in Development

- a. Initial drafts of adaptations of pre-primer and primer workbooks were written.
- b. These drafts were presented to this institute for review.
- c. Necessary reading skills at various levels were identified through review of textbooks concerned with the teaching of reading.
- d. Specific difficulties encountered in the braille code were identified through reviews of previous research in this area.

## 3. Proposed Plans for Future Development

- a. Develop sets of worksheets to be used for evaluation
- b. Place in appropriate educational settings for evaluation
- c. Make revisions based on results of the evaluation
- d. Review and consider for production

## 4. Recommendations for Future Development

- a. Worksheets based on adaptations of pre-primer and primer workbooks should be omitted. School adaptations of textbooks change frequently as do approaches to the teaching



of reading. Therefore, adaptations based on specific series of workbooks would not be useful to a large number of teachers.

- b. Worksheets specifically related to the braille code should be developed.
- c. Worksheets specifically related to the reading process should be developed.

#### 5. Recommendations for Evaluation

- a. Following the development of sets of worksheets, materials should be placed in appropriate educational settings for evaluation.
- b. Following the initial evaluation, consideration should be given to the need for further evaluation and/or production of the worksheets.

### IV. SUMMARY OF RECOMMENDATIONS

A. Participants in the institute strongly recommended that the following materials be developed and produced by the American Printing House. These materials are listed in order of priority for development.

1. Reading readiness program originated by Mrs. Ina Kurzhals, Utah School for the Blind. These materials include a textbook explaining the origin, philosophy, and implementation of the program; lesson plans; and tactual readiness books to be used by students.
2. Collection of objects and accompanying manual of instructions for teachers.
3. Booklet for parents of pre-school visually handicapped children based on lesson plans in the reading readiness program described above.

4. Two sets of worksheets to provide drill and reinforcement in problem areas specifically related to the braille code and problem areas specifically related to the reading process.
- B. It was strongly recommended that consideration be given to the production of materials developed by Mrs. Jane Wegehoft, Illinois Braille and Sight Saving School. These materials are on the pre-primer and primer level, basically, although certain sections can be used as drill, or worksheets, relating to the braille code.
- C. The following recommendations were made regarding materials to be developed by the American Printing House:
1. Kurzhals Reading readiness materials
    - a. Title should be changed to the following: A Tactual Road to Reading: A Developmental Program for Young Children
    - b. Editing and revision of the textbook should be completed.
    - c. Revision and re-writing of lesson plans should be completed.
    - d. Tactual Readiness Books which can be brailled or thermoformed should be produced by the Printing House. Directions and patterns for making the remaining books should be provided for teachers.
    - e. When revisions are completed, sets of the materials should be placed in a number of educational settings throughout the country for evaluation. Prior to the evaluation, a member of the American Printing House staff should meet with each of the evaluators to explain exact procedures to be followed.
    - f. The materials should be presented to a number of teacher training programs for review and/or evaluation.

- g. After completion of the evaluation the materials should be revised and produced by American Printing House.
- h. Following production, a series of workshops should be held in various sections of the country to demonstrate the use of the materials.

## 2. Collection of Objects

- a. The title of the collection should be changed to Tangible Dictionary.
- b. The collection of objects should be evaluated and unsuitable items replaced by better models.
- c. The manual of instructions for teachers should be completed.
- d. The set of materials should be placed in appropriate educational settings for evaluation.
- e. Revisions should be made and decisions made regarding need for further evaluation and/or production.

## 3. Book of Information for Parents of Pre-School Visually Handicapped Children

- a. The book should be based, primarily, on selected lesson plans from the reading readiness program originated by Mrs. Ina Kurzhals.
- b. Parents and community agencies should be involved in the review and evaluation of materials to be included in the book.
- c. Information of this kind is urgently needed by parents of visually handicapped children and should be provided by the American Printing House.

## 4. Worksheets

- a. Two types of worksheets should be developed to provide drill

and reinforcement in problem areas:

- (1) those related to the braille code
- (2) those related to the reading process
- b. Worksheets in the form of adaptations of pre-primer and primer workbooks should not be developed as previously recommended.
- c. After development, the worksheets should be placed in appropriate educational programs for review and evaluation.
- d. Revisions should be made and decisions made regarding the need for further evaluation and/or production.

#### V. GENERAL RECOMMENDATIONS

- A. If possible all primary reading materials developed by the American Printing House should be produced as an integrated set of materials which can be used in reading readiness and beginning reading programs. Consumers should be allowed to purchase the entire set or individual parts as they are needed.
- B. Participants in the institute will continue to serve as a consulting group to assist the staff of the American Printing House in developing reading materials for visually handicapped children.